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| Listening  Speaking  Reading  Grammar  Writing | | | |
| **Topic: Hip-Hop** | | | |
| Instructor:  Lucy | **Students Competency Level**  **: Intermediate** | **Number of Students:**  **14** | **Lesson Length:**  **50** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  Whiteboard and Markers  Predict the Article all Learn Vocabulary Work Sheet  Skimming and Scanning  Questions About the Article  Hip Hop Can Help Mental Illness.  Cell phone  Family Affair MP3 | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**  1. Ss will distinguish the differences between skimming and scanning by T’s mime and explanation.  2. Ss will practice skimming skill through finding main idea of the article.  3. Ss will practice scanning skill through reading the article and matching phrases.  4. Ss will improve their reading comprehension through answering questions on the worksheets | | | |
| Language Skills: (Lists what activities language skills students will be using by participating in the activities of the lesson.)  Reading: Ss will be reading the article “Hip-hop can help mental illness”  Speaking : Ss will be discussing the article and talking about their personal experiences.  Listening: Ss will be listening to the T’s explanation and instructions and other classmates during the tasks, Mp3  Writing: Students will be writing their own personal experiences related to the topic on the worksheet 3 | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**  Phonology: **(sound)** Ss will focus on T’s and their pronunciation to communicate.  Function: **(situation)** To get information from the article  Lexis: **(meaning)** Ss will learn some words from the article.  Grammar: **(language structure)** Ss will learn grammatical knowledge during reading article and matching phrases.  Discourse: **(communication)**  To ask and answer the questions | | | |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  - Ss are at Intermediate level and they might know quite lots of vocabularies and have knowledge about the topic, but they can speak only few words or simple sentences.  - T should elicit from Ss as much as possible even though they speak very short sentences.  - Ss might feel difficulty in skimming and scanning so T should give chances to practice repeatedly. | | | |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**  - Send the music to T’s email in case of the mobile phone does not work. | | | |
| References: | | | |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**  Whiteboard, Markers, Ts mobile phone | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 5 | Class | - Guess the word ‘hip-hop’ by listening the music  - Guess the specific title which is related to ‘hip-hop’ | - Play the music  - Elicit as much as possible in every step |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  Whiteboard, Markers and Worksheet 1 | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 5 | 3 groups | - Predict the main idea and 2 other ideas of the article  - Tell their group’s ideas to the class | - Set groups  - Hand out the worksheets  - Set task, ICQ |
| 5 | Class | - Learn the words from the article in advance  - Guess the meaning of the words  - Know how to pronounce the words  - Know the notion of the words through T’s CCQ  - Make sentences using the words | - Elicit from Ss  - Read the words and make Ss follow  - CCQ |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**  Article, worksheet 2 and 3 | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 5 | Individual | - Know the purpose of reading article is to get information  - Distinguish skimming and scanning from T’s mime  - Skim the article and find main idea and 2 more information (30 seconds)  - Scan the article to match the phrases (30 seconds) | - Elicit and mime  - Hand out the article  - Set task, ICQ,  - Monitor |
| 7 | 3 Groups | - Read the article carefully  - Discuss in the group and answer the T/F and comprehension questions  - Check the answers with T and the whole class | - Set group  - Set task, ICQ,  - Monitor  - Check the answers with Ss |
| 8 | Pairs | - Have a hip-hop discussion with their partners | - Set task, ICQ,  - Monitor |
| 5 | Individual  / Pairs | - Write their own therapy for themselves to 3-4 sentences by themselves  - Talk about their own therapy each other | - Set task, ICQ  - Monitor |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**  Whiteboard and markers | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 5 | Class | - Talk about how they felt about skimming and scanning  - Give examples of when skimming and scanning are helpful | Ask questions |
| 5 | Class | - Correct grammatical errors when they made during discussions | - Write the errors - Elicit |

**“Hip-hop Can Help Mental Illness”**

(source: http://www.breakingnewsenglish.com/1411/141113-hip-hop.html)

Doctors at Britain's world famous Cambridge University believe that hip-hop music can help people who are depressed or mentally ill. They call it 'hip-hop therapy'. The doctors said that many of the lyrics in hip-hop music can reach out to people with emotional problems. A team of doctors wrote a report about this. The report is in a special medical magazine called 'The Lancet Psychiatry'. The doctors said a lot of hip-hop music speaks of overcoming hardships and big difficulties in life. In particular, hip-hop has lyrics about being poor, being unpopular, and about crime and drugs. These are all problems that can lead to depression and mental illnesses.

The report on hip-hop and mental health says: "Hip-hop artists use their skills and talents not only to describe the world they see, but also as a means of breaking free. There's often a message of hope in amongst the lyrics, describing the place where they want to be - the cars they want to own, the models they want to date." The doctors chose five hip-hop songs as part of the therapy. One of them is the classic 1982 tune 'The Message' by Grandmaster Flash & The Furious Five. Another is a track called 'Juicy' by The Notorious BIG. This has lyrics that tell people they can be successful even if others say they cannot be. BIG explains how teachers told him he would "amount to nothing" but then became a superstar.

Predict the Article and Learn Vocabulary

\* I think this article’s main idea is ……

.

\* And also I think this article contains ……

①

②

③

\* Vocabulary

- depressed

- mental

- therapy

- hardship

- break free

Skimming and Scanning

\* This article’s main idea is ……

.

\* I also found more information that ……

①

②

\* Match the phrases

① Doctors at Britain’s world a. lead to depression

② overcoming b. to nothing

③ These are all problems that can c. hardships

④ as a means of breaking d. famous Cambridge University

⑤ teachers told him he would amount e. free

Questions about the article

1. TRUE/FALSE: Read the sentences below and guess if they are true(T) or false(F)

a. The report about hip-hop and therapy is from Oxford University. ( )

b. Doctors say people should write hip-hop lyrics to overcome hardships. ( )

c. The report says artists use hip-hop as a way to be free. ( )

d. Doctors said there is always a message of hope in hip-hop lyrics. ( )

e. A hip-hop superstar said his teaches told him he would never succeed. ( )

2. Comprehension questions.

a. What is ‘The Lancet Psychiatry’?

b. What do hip-hop artists use to describe the world?

c. What message is often in the lyrics of hip-hop?

d. How many songs did the doctors choose for the ‘hip-hop therapy’?

e. What is the name of the track by The Notorious BIG?

3. Hip-hop discussion

a. Is American hip-hop better than hip-hop from other countries? Why?

b. Do you think ‘hip-hop therapy’ is a good idea?

c. What are you good and bad things about hip-hop?

d. What music do you think would be the best therapy?

e. What questions would you like to ask one of the doctors?

4. Write about your own therapy when you get mental illness

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